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West Virginia & Regional History Center  
Newsletters

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Summer 1992

# WVRHC Newsletter, Summer 1992

West Virginia & Regional History Center

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# West Virginia and Regional History Collection

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## NEWSLETTER

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Volume 8, No. 2

West Virginia University Libraries

Summer 1992

### WEST VIRGINIA UNIVERSITY, 1867-1992

#### Five Presidents Offer Perspectives at 1992 West Virginia Day Forum

*"The gap between rich and poor is this: the well-educated get richer and the poorly educated get poorer." Paul A. Miller.*

If WVU's 15th president, Paul A. Miller, is right, West Virginia legislators should take note: higher education is truly the key to West Virginia's future. According to Miller and several of his presidential colleagues, that key has functioned only sporadically in the Mountain State during the past 125 years.

Miller and four other WVU presidents—Elvis Stahr, Harry Heflin, Diane Reinhard, and Neil S. Bucklew—offered their perspectives upon the history of West Virginia University during the West Virginia Day forum in Colson Hall on June 19th. The direct relationship between legislative support and the fulfillment of WVU's important land-grant mission was a recurrent theme of that session.

Dr. Elvis Stahr opened the session, noting that he spent most of his relatively brief tenure as WVU's chief executive trying to sell the University's budget request "to the powers in Charleston." Stahr stressed the overwhelming importance of the University in educating the state's youth, attracting high-calibre minds and leaders to West Virginia, and contributing to the state's economic and social development through medical and agricultural service programs.

Continuing on this theme, Dr. Miller avowed that his experiences at WVU made him a lifelong advocate of the land-grant education philosophy. Quoting the Spanish philosopher Ortega y Gasset, Miller stated that the chief aim of a true university is to help citizens live at the highest level of their time "culturally, professionally and scientifically."

WVU's 18th president, Harry Heflin, was the most outspoken in lamenting the toll of apathy and sectionalism on the University during its 125-year history. According to Heflin, "West Virginia University wasn't started because our citizens were thirsty for knowledge but because some government money was available



*Five West Virginia University presidents gathered in Colson Hall on June 19, 1992, to present their perspectives on 125 years of WVU history. Pictured left to right are Harry Heflin, Paul A. Miller, Diane Reinhard, Elvis J. Stahr, Jr., and Neil S. Bucklew.*

to start one." Heflin went on to express the opinion that "lack of desire to develop an outstanding program of education" still plagues West Virginia today.

After a brief intermission, Dr. Diane Reinhard assumed the floor. Discussing the Benedum study of the University of the early 1980s, Reinhard returned to the theme of WVU's land-grant mission. She challenged the audience to ponder the breadth and extent of WVU's contributions to West Virginia and cited the University's outpouring of technical, psychological and physical assistance to the state following the November 1985 flood as a case in point.

Dr. Neil S. Bucklew, WVU's 20th and current president, concluded the program with a detailed description of how WVU is meeting its diverse goals today. Dr. Bucklew mentioned the Scholars Program, the University Extension Service, and the Mary Babb Randolph Cancer Center as just a few manifestations of the University's outstanding teaching, service and research endeavors.

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(304) 293-3536.

STAFF: David Bartlett, Annette Cotter, John Cuthbert, Harold Forbes, Randall Gooden, Martha Neville, Christelle Venham, Danny Williams.

EDITOR: John Cuthbert

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At the conclusion of the forum, attention shifted to the Mountainlair, where five WVU presidents converged once again to share the responsibility of cutting the traditional West Virginia Day birthday cake. A birthday picnic ensued, featuring traditional music by the West Virginia Collection's own Danny Williams. Simultaneously, an enthusiastic crowd gathered outside the Mountainview Gallery for the opening of an extensive exhibit of historic WVU archives, artifacts and photographs. In accordance with tradition, the first 129 to arrive received a complimentary copy of this year's poster: "West Virginia University: Teaching, Research, and Service Since 1867."

## MONONGAHELA RAILWAY ARCHIVES ACQUIRED

Regional History Collection staff members have literally been "working on the railroad" in recent weeks due to the acquisition of historical records of the Monongahela Railway Company. The archives are being donated to the Collection in anticipation of the abandonment of the railroad company's headquarters in Brownsville, Pennsylvania.

The Monongahela Railway was created in 1915 with the merger of the Buckhannon and Northern Railroad in West Virginia and the Monongahela Railroad in Pennsylvania. The Pennsylvania Railroad and Pittsburgh and Lake Erie Railroad jointly owned and alternately managed the new rail system, which extended from Brownsville to Fairmont. During the ensuing years, the railway built and acquired branch lines in the coal regions of western Marion and Monongalia counties in West Virginia and Fayette and Greene counties in Pennsylvania. A 1926 agreement that gave one-third interest in the railroad to the Baltimore and Ohio Railroad facilitated this expansion.

Although the railroad abandoned a number of its branch lines following World War II, including the Scotts Run and Indian Creek branches in Monongalia County, and discontinued its passenger service in 1950, it continued as a major coal carrier and prospered during the 1960s and 1970s while other railroads, such as the Pennsylvania, failed. At a time when the railroad conglomerates absorbed the Pennsylvania and B&O, and the P&LE barely escaped a similar fate, the Monongahela was able to remain as a separate entity, a testament of its standing as one of the leading short-line railroads in the nation.

In 1990, P&LE and CSX Corporation (the descendant of B&O) sold their interests in the company to Conrail (a successor of the Pennsylvania Railroad). Today, the Monongahela Railway serves industries along the Monongahela River and coal mines in western Marion County. Its Waynesburg Southern line,



*The presence of these New York Central, and Pittsburgh, McKeesport & Youghiogheny hopper cars at Pursglove on the Scotts Run Branch indicates a year of Pittsburgh & Erie management of the Monongahela Railway. The New York Central controlled the Pittsburgh & Lake Erie, and, in turn, the P&LE operated the Pittsburgh, McKeesport & Youghiogheny.*

completed in 1968, extends through coal areas of Greene County and passes into the Blacksville area of Monongalia County. The company operates 162 miles of track and transports approximately 19 million tons of coal each year.

Since Conrail's purchase and subsequent reorganization of the Monongahela, the status of the historical records has come into question. The West Virginia Collection, in consultation with several historical agencies, has evaluated each record group and begun to transport the most significant records to WVU. The Collection has thus far received and begun processing property valuation maps which provide a clear picture of the changes in the railroad's total holdings in land, tracks, and structures, as well as the evolution of nearby industries and communities. The company's presidential files have also been brought to WVU. Other records will be transported to Morgantown as processing proceeds and as the company determines that they no longer have current administrative value. The voluminous archives include much material on the development of the coal, oil and gas, and steel industries and communities in northern West Virginia and southwestern Pennsylvania and the role of the Monongahela Railway in those developments.

## VISITING COMMITTEE WEST VIRGINIA UNIVERSITY LIBRARIES

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# WEST VIRGINIA UNIVERSITY

## TEACHING, RESEARCH, AND SERVICE SINCE 1867

### ABSTRACTS FROM THE FORUM



*Dr. Elvis Stahr*  
President of WVU  
1959-1961

The Triad of Teaching, Research, and Service was first imprinted in my mind and spirit by my years at the University of Kentucky as provost and counsel to the president. Like WVU, UK is both the flagship state university and the land-grant college, and was and is, as is WVU, committed to that triad. So when I was approached, in May of 1958, about coming here, my interest flared immediately.... The ensuing two years were, in retrospect, among the busiest of my entire life.

I think my most concentrated time and effort went into selling the University's budget requests to the powers in Charleston and backing that up by selling the University's programs and importance to the people statewide.... opening the doors of opportunity to the youth of the state through the fine teaching in the University's undergraduate courses and professional schools; attracting high-calibre scholars, scientists, engineers, doctors, lawyers, musicians and other professionals to the faculty, and contributing to the state's economic and social uplifting through first-rate research and graduate and professional training, and rendering direct service to the state and its people in almost countless ways, ways as diverse as agricultural extension and treating hospital patients—these are what a great university is all about.

Two trends, so dramatic that they may even be called revolutionary, are now at work. Just as Gutenberg's invention of printing in the mid-15th century soon revolutionized education (and eventually human society, by making democracy possible), so the advent of television and the computer in the mid-1900s, mid-20th century, and more recently miniaturization and mass production of the personal computer, are again revolutionizing, among other things, the collection, storage, retrieval and dissemination of information—functions that are core missions of universities.... I picked up the new issue of the Alumni Magazine and to my delight, saw the highly pertinent articles called "Electronic Chalkboards" and "WVU Libraries Automate." You may have seen them. You may be sure that they are but threshold examples of how teaching and research at this university (and others) will be enlivened, enriched and challenged by audio-video and computer technologies. A second onrushing and global trend is the accelerating degradation of the earth's environment. It results from the concurrence of rapid and enormous human population growth with increasing per capita consumption of natural resources and the development of technologies that enable the human race literally to move mountains, change the course of rivers, obliterate forests, push into extinction other species of life, create countless non-biodegradable new substances, generate waste in incredible quantities—and discharge it all into the environment. The results are very apparent in

polluted air and water and the loss of soil by the millions of tons; they're seen, more slowly, in such phenomena as climate change and ozone holes and, sadly, most slowly of all in our waking up to the fact that the human race is, on the whole, grossly uneducated or under-educated about many basic facts of life, even about such fundamental things as the absolute necessity that there be biodiversity in the life support system of the earth. A revolution in the way such facts are taught—not neglecting the highly specialized study of nature . . . such as chemistry, physics, geology, botany, zoology, microbiology, oceanography, aerodynamics, and on and on . . . but adding and incorporating the holistic, ecological approach, the researching and teaching of interactions, interdependencies, ecosystems . . . therein lies a huge and vital challenge to all levels of education, and especially to universities, including this one.

Add to all this the continuing escalation of college costs and the apparent stagnation of the general economy (a condition exacerbated in West Virginia), and you have a mix of forces which, when further added to the ones that challenged college presidents 30 years ago, leads one to feel mounting concern and even sympathy for the president of today. It's probably no fluke that the presidents of Columbia, Duke, Yale and Chicago have all resigned in recent weeks, hard on the heels of changes last year at Harvard and Stanford; it is perhaps less well known that there are more than 300 American colleges and universities looking for presidents right now.



*Dr. Paul Miller*  
President of WVU  
1961-1966

I believe that few institutions equal WVU in what has happened in these recent years in the educational, research, medical and development services that now cluster and grow at its base. And looking backward, WVU's history is nothing short of a saga of how a university serves its state as a center of imagination. Therein, also, lie episodes of strain, conflict, constraint and disappointment sufficient it seems to me to have provoked this university, from time to time, to draw the wagons around its academic precinct, get behind them and stay behind them. But the University's leaders, faculty, and supporters never allowed this to happen.

In the 1890s, [Jerome Hall] Raymond envisioned the University, through correspondence, education and other means, as extending into every nook and cranny of the state. At [Thomas E.] Hodges' inauguration...two...outstanding university presidents spoke about the relationship of universities to the state. John Roscoe Turner had a great slogan... "Build the University into the life of the state." ...[Irvin] Stewart somewhat later proclaimed... "The state is our campus," and he would lay the



base, it seems to me, for the ideas and the installations that have been falling into place ever since.

A new era is...just coming over the horizon that challenges anew the land-grant institutions, and it seems to me that the setting of West Virginia University... invites it to lead the way. [While] higher education has been advancing, the workability of America has been declining.... From all of this flow issues that now unsettle the agendas of most universities today. And quickly three examples:

*First*, with the golden age of higher education now cooled, there is need to rationalize the expansion of physical, curricular and administrative infrastructure that the good times afforded, and to somehow reconcile the stubborn and tightening skepticism that educational costs look too high, priorities too confused and performances too unclear.

*Second*, as universities moved to the front of the stage after Sputnik, they were soon expected to bring reform in other fields, yet they found that quick-fix recipes work no better for them than for other institutions.

*Third*, America has become a nation of agencies (and their special interests), each agency building a client base for its service and competing with others for resources. Thus, you might say, "clientelization" has invaded the universities, making them too often appear as a collection of fragmented pursuits in the name of further expansion and funding. In the bargain, they've grown long on management and short on soul. By that I mean a unified and committed vision.

If such strains fall especially on universities, other strains at least indirectly important to academe, fall on our nation. Disconnection, disconnection, between people and a weakening of their obligations for each other is growing as a way of life that threatens the core of American culture. Surrounded by racial and ethnic tensions, domestic and community violence, disintegration of cities and a great many rural people simply left behind, we are willing to hunch our shoulders, break loose and say to ourselves... "I'd better get mine."

Vivid symptoms depict this disconnection. Slight consensus characterizes what we want the schools to do for our children. Fully a fourth of our children are failing because our society is failing them. Our work habits have grown dubious in an era of global competition. The real story back of political debate these days of the gap between rich and poor is this: the well-educated will grow richer and the poorly educated will grow poorer. Universities led the revolution in science and technology, but now they face how best to reconcile those who create and apply science with those who would regulate it, currently exemplified by the worldwide collision of economics and ecology.

This new era, I think, for serving the public must include a crusade on civic learning. Its goals would help America better relate education to industrial practice, on the one hand, and further strive to restore primary citizenship on the other, and by primary citizenship I mean that overlap of actions people take in families, in workplaces, and in neighborhood groups... Spanish philosopher Ortega y Gasset... in his very classic book *Mission of the University*, exclaimed that the chief aim of a true university is to help people live at the highest level of their time, and he said further: "...the university must intervene, as the university, in

current affairs, treating the great themes of the day from its own point of view: cultural, professional, and scientific." Through trial after trial, West Virginia University has been the center of uplifting imagination and hope for West Virginians.



*Dr. Harry Heflin*  
President of WVU  
1966-67; 1973; 1981

West Virginia University wasn't started because our citizens were thirsty for higher education but because some government money was available to start one. In a way, our beginnings represent our entire history because lack of desire to develop an outstanding program of education and thirst for federal dollars is still representative of much of our thinking. Federal grants are still a hefty part of our budget.

West Virginia has done a good job of putting colleges near many of her students but a high-quality program has never been a priority of most of our voters. Despite this lack of desire, our product has risen to the top like cream and holds some of the most prestigious positions in the country. And as two or three examples I'll give you Charles Vest, President of MIT; Stanley Ikenberry, President of the University of Illinois; Paul Miller, who left us to go to the University of Rochester, or Rochester Tech... I could have a long, long list of these people who have left here to do exceedingly well no matter where they went.

Our university's greatest contribution has undoubtedly been the education of tens of thousands of students and most of the state's leadership for 125 years...but we should not neglect her great contribution to the state and the region in an economic sense and as a magnet to attract desirable research units, manufacturing plants, service organizations, and outstanding citizenry. As evidence of this magnetism I give you: the National Institute for Occupational Safety and Health; the Kennedy Youth Center; a National Coal Research Center; a National Forests Products Center; an FBI Fingerprint Center near Clarksburg (and the many smaller units it will bring—it would not be there were it not for West Virginia University); Software Valley; Mylan Pharmaceutical; and the C&P Telephone Company Center at Cheat Lake. All of these drawn to this area by West Virginia University.

Some major and minor miracles have occurred during the history of the University. Just getting started was a miracle. Despite a federal grant, we were late getting started because of fights over location, name, cost, and responsibilities. And, strange to say, some of these points haven't really been settled after 125 years.

Opening our curriculum to women and minorities came early and with little fanfare. We are a part of the South, but we missed most of their problems in these areas.

In 1951 we saw the beginning of a medical school. It developed in a much shorter period than anyone had a right to expect, due to the efforts of some of the people here today. It changed West Virginia University, Morgantown, and the state of West Virginia. It was such a success that someone thought there

should be three of them. This highlights one of our failings. If anything good comes along, everybody wants it or a piece of it, and as a result we do a poorer job with what we have than would be done if we just had one good one.

In 1972 the PRT was dedicated. It was our largest federal grant. It was a miracle that it ran and after 20 years is still running with almost 99% efficiency...the only one of its kind that I know of.

We're still operating as a university after every effort known to man by the Legislature to establish a governing board—a Board of Visitors, a Board of Regents, a Board of Governors, a Board of Regents (again), and a Board of Trustees. The Legislature has tried everything except hiring a president in whom they have confidence and saying, "We are going to appropriate a sum of money. If you can add to it, do it, and give us a University we can be proud of."

The WVU Foundation was started in 1954 to accept gifts to the University. It's now in the process of raising \$102,000,000, and has pledges for more than \$82,000,000. Who would have thought 10 years ago, or even 5 years ago, that that would be possible?

To sum up what has happened to West Virginia University in 125 years, we can forget about buildings, curriculum, appropriations, and administrations. Our reputation really stands on the students who have enrolled here. How much are 23 Rhodes Scholars worth to the state and the nation? Or 12 Truman Scholars? On these and others we could rest our case.



*Happy birthday, West Virginia! Happy anniversary, WVU!*

The present is not one of our most glorious periods. We've been plagued by freezes and cutbacks in money, programs, and staff, by delayed maintenance and many other things because of restricted budgets and Neil [Bucklew] is to be congratulated on what he has been able to do under the circumstances. The future is hard to assess because too many factors are unknown. History does tell us one thing, however. You can starve and you can weaken a university, but they are very hard to kill. Someday, sometime, we may have leadership that gets tired of looking at weak, struggling institutions when it would be much more pleasant and productive to look at healthy, progressive ones. We are in desperate need of a leader who can speak for higher education. We now have several voices speaking, but not many are heard.



*Dr. Diane Reinhard*  
President of WVU  
1985-1986

The Benedum planning that occurred during the early '80s...[took] a comprehensive view of the academic side of the University; they weren't concerned with the medical center, that was supposedly not a topic that they were going to be getting into, but there were a number of different panels that dealt with things like the land-grant mission, what should we be doing in graduate studies and research, what should the University's role be in relation to public schools and a number of other cross-cutting issues.... There were a number of things that came out of the Benedum project, and some of the problems that still exist. They talked a lot about the state funding of West Virginia University and how dismal it was in comparison with peer institutions. They talked a lot about the problems of faculty salaries, and that's certainly a continuing problem with this university.

One of the things that sort of was recommended by the Benedum project...or the long-range planning funded by the Benedum Foundation...was to really talk about restricting the number of undergraduates, reducing the number of undergraduates, and sometime during the early '80s I think that there was a plan to somehow reduce that part of the mission of the University.... People quickly saw that that was not a good thing for a land-grant institution, that to be solely an upper-division or primarily a graduate institution would mean that the very important mission of access to high quality undergraduate education for a large number of citizens of the state would not be available. And so the current enrollment, I think, is in the right direction. It would have been really very troublesome for the University if in fact they would have heeded the recommendations of some of the outside groups that were looking at how to position West Virginia University in the '80s and '90s.

Certainly one of the recommendations that was made had to do with the role of the University in relation to schools and there was some follow-up on that particular set of activities—the importance of working with public schools and really seeing that the quality of public schools is improved.

The importance of what Dr. Miller discussed, as you know, it's not only the institutional leadership, it is the statewide leadership that is so crucial for anybody who serves as president of this institution. If you recall, in November of 1985 we had a terrible flooding situation in this state, and one of the things that I think I will remember the most is the way in which all members of this community came together to help the citizens of this state. Now when one talks about a land-grant mission I think one could talk in terms that many citizens don't understand, but the fact that we had many, many people out there working physically and also helping with the psychological damage of the devastation of the flood, I think, hopefully...operationalized the concept of what a land-grant institution is, and that was a very, I think, important way for this university to show the state how seriously they take their responsibilities as a land-grant institution.

Change in higher education is extremely difficult, and it has been said that it's like moving a battleship.... I really believe that Neil [Bucklew] is one of the most effective presidents in being able to change an institution directed toward strategic goals and see that the institution is responsive to problems that are new.



*Dr. Neil S. Bucklew*  
President  
1986 to present

We were asked to reflect upon three themes today, and indeed it is easy to reflect on those themes, and what's occurred at this university regarding each of those themes in the last few years. But when you have those reflections, or pause to sort of count the tally, you recognize that it didn't just happen in the last few years. It's the natural flow of strong traditions and good people.

Do you know the figures about our extraordinary record of teaching? That is something that I think ranks highest on our chart of special successes. That Rhodes Scholars tradition that we take...so much pride in didn't begin just a few years ago, and those of you who have had the opportunity to see the special video the University prepared on the Rhodes Scholar tradition realize how steady and deep that tradition is. New traditions of our student success now come to us. The fact that we're ranked third of all universities in the number of Truman Scholars is just another example that our students excel because their environment gives them the ability to excel.... [The University's] concern for teaching displays itself in 176 degrees, over 100 of those degrees available nowhere else in this state, truly unique educational opportunities that serve students at all levels.

Our service and outreach tradition, is for me, the taproot tradition of the institution. I think it defines the concern we have for West Virginians and their educational needs. It needs to define our research and development efforts so that they have that uniquely applied quality that helps our state, our businesses, our region leverage a competitive edge. Our extension program...not only has been able to remember its roots and its strong traditions, but is an aggressive, contemporary program that's involved with industrial extension, working with small businesses, dealing with their engineering needs and their computer needs, not the fabric and business of the old extension, but no loss of the old extension strengths and traditions.... It's service by example as well, and that's a thought that we don't always have foremost in our minds, but the University doesn't just serve through its formal structures of service, we serve by the way we live our life as an institution. For instance, I'm confident that we have evolved into one of the most vital organizations in the state in the area of social justice, and I think that the commitment we make, the exhibiting of that commitment for the development of opportunities for minorities, for women, for the economically and educationally disadvantaged, stands as a model and that others learn from it, copy it, and are influenced by our decisions.

The third challenge was our research and development challenge.... In 1986 we were at \$27,000,000 annually of research

and development efforts as an institution. That was the highest we'd ever been. In 1991 we were at \$77,000,000, and for the first time had planted ourselves firmly in the Top 100 research universities, and if we aren't there, then West Virginia doesn't have a research and development center that's national class, and that's part of what it means to be the outreach service university, the land-grant university, is to see that our state and our region is not second-best in contemporary research and development. It's research and development that remembers our tradition and roots and also helps us make that important evolutionary change that has to come to an institution. Our research remains strong in agriculture and forestry, but we now step forward with national prominence in the area of computer and software development, and NASA looks here to one of the institutions of higher education that brings strength to their needs. In the area of health sciences, the Health Sciences Center...is now flourishing and capable of making major national-level contributions—the Mary Babb Randolph Cancer Center, the new Alzheimer's research center, examples of how we again are taking a leadership role on a national basis for outreach through research and development.

I look to the future with a great deal of optimism...that whatever is dealt...we will do well with those cards, because we bring some things to the mix. We bring awfully good people, we bring a statewide support that isn't always as obvious as you would wish it were, but when you need it, it's there.... We will face the changing future, some of those challenges have been mentioned, we will change it with evolutionary change, not revolutionary change, we will remember the traditions that make us strong, we will reallocate, we will develop some new priorities. We will remember our traditions...but we will introduce some of the new responsibilities that face our nation, that face this state and require our leadership.

## SELECTED ACCESSIONS LIST

**Brannon-Waters. Papers, 1867-1881. 29 items. Acquired, 1987. A&M 3116.**

A collection of letters and tax papers which illustrate the lawyer-client relationship between Weston attorney and politician Henry Brannon and Boston capitalist Robert H. Waters. The papers provide insight into West Virginia's industrial era. Brannon was a legislator and circuit court judge and a justice on the West Virginia Supreme Court of Appeals from 1889 to 1913.

**Christopher, Mary Behner. Papers, 1928-1937. 5 reels of microfilm. Acquired, 1992. A&M 3131.**

Diaries, letters, and news clippings kept by Mary Behner [Christopher] during her service as a Presbyterian missionary and first director of the Shack, a settlement house at Pursglove in the Scotts Run area of Monongalia County. The papers concern Behner's efforts to organize religion classes, a charm school, scout troops, and relief programs in the community. They also point to the connection between her work and student groups at WVU. Diary entries and letters relate to the lives of coal mining families, the area's economic struggle due to the weakened coal industry, and Eleanor Roosevelt's visits to the community at the height of the Depression.



**German-American. Collection, ca. 1813. 2 items. Gift, 1992. A&M 3112.**

Two West Virginia-German Fraktur pieces form this collection. One item is a colorful, hand-drawn marriage proposal. The second item is an ornate *taufschein*, or christening certificate, dated 1813. The documents pertain to the Bischoff Family of Monongalia County in the area that later became Preston County. Translations of both items are available.

**Mathews, Mason. Papers, 1836-1886. 26 items. Transferred, 1992. A&M 3115.**

Papers of a Lewisburg attorney and politician who was the father of West Virginia's fiftieth governor, Henry Mason Mathews. Included is correspondence addressed to Mathews from 1873 until his death in 1878, an 1836 deed which Mathews witnessed as a justice of the peace, and an incomplete letter to Mathews' daughter, Sallie Patton, dated 1886. Much of the correspondence is from former Confederate General John Echols.

**Matheny-Stutler. Papers, 1945-1969. 1 reel. Loaned for duplication, 1992. A&M 2156.**

Correspondence between two West Virginia antiquarians about historical and political matters of mutual interest. H.E. Matheny was a company policeman for Goodyear Tire and Rubber in Akron, Ohio, who took an interest in the history of his home state. The Parkersburg native collected a 1500-volume library of West Virginia and published several books and articles, most notably about Alexander Campbell and General Thomas M. Harris. Boyd B. Stutler, a Gilmer County native, was a journalist and officer of the American Legion in West Virginia. His many notable contributions to the state's history include editing the magazine *West Virginia Review* and the book *West Virginia Encyclopedia*, co-authoring the public school textbook *West Virginia Yesterday and Today* with Phil Conley, service as president of the West Virginia Historical Society, and creation of the Education Foundation. Stutler was also noted for his work on the Civil War in West Virginia. The Matheny-Stutler correspondence gives much information about the research efforts of the writers and other contemporary antiquarians.

**Miller, Paul A. Papers, 1946-1992. 10 ft. Gift, 1992. A&M 3122.**

Professional papers, correspondence, books, serials, and photographs documenting the career of Paul A. Miller, a prominent educator and president of WVU from 1962 to 1966. Materials deal with Miller's work at Michigan State University, West Virginia University, as assistant secretary for education in the Department of Health, Education, and Welfare during the Johnson Administration, and his presidency at Rochester Institute of Technology. Highlights include Miller's association with cooperative extension programs and commentary on the Martin Luther King, Jr., and Robert F. Kennedy assassinations, and the Kent State shootings.

**Parkersburg Central Trades and Labor Council. Archives, 1915-1958. 2 ft. Gift, 1992. A&M 3111.**

Minutes, financial records, and miscellaneous historical material of the Parkersburg affiliate of the American Federation of Labor and West Virginia State Federation of Labor. The archives trace the history of the organization from five years after its creation

## HERE'S HOW YOU CAN HELP

### CHARITABLE REMAINDER TRUSTS GIFTS THAT GIVE BACK

In the last issue of the Regional History Collection NEWS-LETTER we announced that in conjunction with the WVU Capital Campaign we would be presenting readers with a series of brief descriptions of planned giving options. The Charitable Remainder Trust is the second of those options.

The Charitable Remainder Trust enables you to make a gift to the Regional History Collection without foregoing the income from the assets with which you fund the trust. Here's how it works:

1. You make an irrevocable transfer of assets to the West Virginia University Foundation, Inc.
2. You retain the right to receive income from the assets or to direct the income to another person.
3. You receive a charitable income tax deduction in the year of the gift.
4. You avoid capital gains tax when you transfer appreciated long-term assets to the Foundation.
5. At the end of the trust term, the trust principal is distributed by the Foundation to the Regional History Collection to accomplish the goals previously agreed to by you.

For a more detailed description of how income-producing plans work, write to:

Director of Planned Giving  
West Virginia University Foundation, Inc.  
PO Box 4533  
Morgantown WV 26504-4533



President Miller and staff take a "first hand look at mining operations," ca. 1964. Pictured left to right are Charles T. Holland, Dean of the WVU School of Mines; Vice President Ernest Nesius; President Miller; Vice President Harry Heflin; and Provost John Golay. Paul A. Miller Papers.



in 1910 until its dissolution in 1958 due to the merger of AFL and CIO units. They provide information about such labor activities as strikes and boycotts and about Labor's League for Political Education, the political arm of the labor federation. Records of the council's women's auxiliary are also included. The collection is historically tied to the Parkersburg Typographical Union Archives, West Virginia State Federation of Labor Archives, and West Virginia Labor Federation Archives, which are also held at the West Virginia and Regional History Collection.

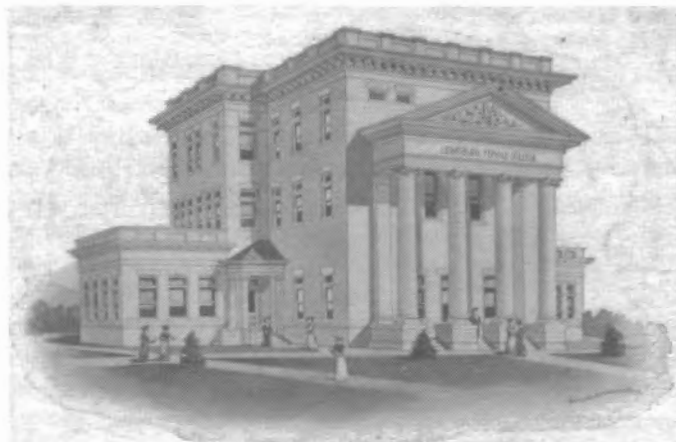
**Preston, John A. Papers, 1880-1909. 30 items. Transferred, 1992. A&M 3114.**

Correspondence, financial records, and insurance papers of John A. Preston, a Lewisburg attorney and politician. Much of the

material deals with the fire at the Lewisburg Female Institute and efforts to rebuild the school, for which Preston was a trustee and secretary-treasurer. Through his two marriages, Preston was son-in-law of West Virginia Democratic politicians Samuel Price and John J. Davis and brother-in-law of John W. Davis, 1924 Democratic presidential candidate.

**Scott, Helen. Papers, 1991. 4 ft. Loaned for duplication, 1992. A&M 3109.**

Genealogical notes and histories of the Arthur, Blake, Decker, Jaynes, Johnson, and Scott families of Fayette County and records of inscriptions for the Blue Ridge Cemetery and various cemeteries in the Fayetteville, Mount Hope, Pax, and Oak Hill areas.



*When the Lewisburg Female Institute (established 1875) lost its original buildings (above) to fire in 1901, the trustees immediately engaged an architect to design a new edifice (left). John A. Preston Papers.*

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*"Engine 436." See related story, p. 2.*